

**THE EFFECTIVENESS OF USING BUZZ GROUP TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE
FIRST SEMESTER OF THE TENTH GRADE OF SMA
AL AZHAR 3 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted as a partial fulfillments of the requirements for S1- Degree

By:
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NPM.1511040296

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd
Co-advisor : Nurul Puspita, M.Pd

**TARBYAH AND TEACHER TRAINING FACULTY
STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
1441 H / 2019 M**

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ABSTRACT

The objective of this research was to find out whether or not there was significant effectiveness of using buzz group technique toward students' writing ability in descriptive text at the first semester of the tenth grade of SMA Al Azhar 03 Bandar Lampung in the academic year of 2019/2020. In writing, the students of Senior High School must deal with many kinds of text which one of them is descriptive text. The students find difficulties to express the idea in writing text. Buzz group technique helps students to trigger their critical thinking towards the given topic from the teacher. They are given limited time to think and give their argument related to a topic which can make them having fast response

The research design in this research was quasi experimental research with pre-test and post test design. The population of the research was the tenth grade of SMA Al- Azhar 03 Bandar Lampung. The total sample of the research was 72 students that were taken from 2 classes, X IPA 5 and X IPA 4. They were 36 students for experimental class and 36 students for control class. In collecting the data, the researcher used writing test as the instruments. After giving the post-test, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that $Sig = 0.022$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was an effectiveness of using buzz group technique toward students' writing ability in descriptive text at the first semester at the tenth grade students of SMA Al Azhar 3 Bandar Lampung in the academic year of 2019/2020.

Key Words: *Buzz Group Technique, Descriptive Text, Writing Ability, Quasi Experimental Design.*



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TECHNIQUE TOWARDS STUDENTS WRITING
ABILITY IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE OF SMA AL
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DECLARATION

Hereby, I stated that this thesis entitled “ The Effectiveness of Using Buzz Group Technique Towards Students Writing Ability In Descriptive Text at The First Semester of the Tenth Grade of SMA Al Azhar 3 Bandar Lampung In The Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories sources and they are properly acknowledged in the text.

Bandar Lampung, January 2020

Declared by,

NITA AMANAH
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MOTTO

قُلْ لَّوْ كَانَ الْبَحْرُ مِدَادًا لِّكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي

وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٨﴾

If the ocean were ink (where with to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid.” (OS. Al-Kahf : 109)¹

¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, (New Johar Offset Printers, India, 2006), p.1506

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved Parents, My father Mr. Sunar and my mother Mrs. Sinta Wati who always give me support and motivation also pray for my success. I love them so much.
3. My grandfather and my grandmother who always pray and give me support.
4. My beloved brothers, Razes Winanda and Ivan Gunawan who always love and care of me also give me support and motivations for my success.
5. All my lecturers, who always help me in finishing my study at UIN Raden Intan Lampung.
6. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Nita Amanah. She was born in Bengkulu on 25th June 1997. The writer lives in Sidorejo Kecamatan Blambangan Umpu Kabupaten Way Kanan Provinsi Lampung. She is the first child of Mr. Wahyudi and Mrs. Sinta Wati. She has two brothers. Their names are Razes Winanda and Ivan Gunawan.

She accomplished her formal education at kindergarten RA Al Khadijah Way Kanan, and finished in 2004. Then, the researcher entered Elementary School at SDN 1 Negeri Batin, and finished in 2009. After that, she continued again her study at Junior High School at SMP N 6 Blambangan Umpu and graduated in 2012. After that, she attended again her study at senior high school of MA Raudhatul Muta'alimin and finished in 2015. Furthermore, in the same year, she registered to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the days of judgment, God all mighty, for all blessings and guidance me to finish this thesis. The Peace is upon to our Prophet Muhammad SAW, the great leader and good inspiration of world revolution. This thesis entitled “The Effectiveness of Using Buzz Group Technique toward Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Al Azhar 3 Bandar Lampung in The Academic Year of 2019/2020”. is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, 10 January 2020
The Researcher,

NITA AMANAH
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is skill in which we express ideas, feelings and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹ It means that writing is an activity for express ideas, feelings and thoughts in writing form by using eyes, brain and hand. Therefore, the readers can understand the purpose of the writer. It is one way to talk to the reader and creates a communication between the writer and the reader. In other word people can communicate with others by using words. The writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.² Its means that writing is not just copying text in the writing form but it is need to pay attentions in some aspect such as spelling, punctuation grammar and selection of vocabulary.

According to Bryne that writing is organization of our sentences into a text, into a coherent whole which is a explicit as possible and complete in itself, that we are able (or hope to be able) to communicate successful with our readers through the medium of writing.³ It means that writing is organizing sentence into a text refers to the general sense that a text makes sense thorough the organizations of its context. It is provide by a clear and understood structuring of

¹Ann Raimes, *Technique In Teaching Writing* (London: Oxford University , 1983), p.3

²Penny Ur, *A Course In Language Teaching: Practice And Theory* (New York: Cambridge University Press, 1999), p.70

³Donn Byrne, *Teaching Writing Skills* (London and New York: Longman, 1988), p. 2

paragraphs and sentence in writing. So that the reader easy to understand the purpose of the reader and create a good communication.

According to Nunan stated that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.⁴ It means that writing is a process where a new text built through a series of planning and re-drafting stages, writing as product where a text is analyzed and imitated.

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.⁵ It means that the goals of writing is a expressing the felling, thought, ideas in the writing form and give a message to the readers. The writer might understand how important create a clearly or good text for people to be able to read properly.

Based on statement above, the writer concludes that writing is an activity that stimulates our brain to express ideas, feelings and thoughts. We use hand-eye to set up words, sentences, and paragraphs in writing form and create communication between the writer and the readers. The purpose of writing is to create a perfect writing. So that the writer might pay attention in the language

⁴David Nunan, *Practical English Language Teaching* (New York: McGraw hall, 2005), p. 98

⁵ Penny Ur, *op.cit*, p.70

feature used in order to make the readers easy understand the message that given by writer in a writing form.

Writing is one of the skill should be master in teaching and learning. It is strengthened by harmer that writing is one of the four skills listening, speaking, reading and writing has always formed part of syllabus in the teaching of English.⁶ It is the reason why writing should be master both of teacher and students because writing has always included in teaching and learning English.

In fact, writing is difficult activity for most students, both in first language and foreign language. Peter states that it is because writing is a complex skill involving multiple processes and abilities that problem can arise for some students.⁷ It means that many students often found difficulties in writing because it has to do mastery of complex skill both of processes and abilities. According to Harmer that the most fluent writers in their own language still need time to generate ideas and plan what they are going to write.⁸ It is will be a big case also for students who learning English as a foreign language.

Based on the preliminary research on August, 29th 2019 by interviewing Mrs.Paridah S.Pd, the English teacher in SMA AL-Azhar 3 Bandar Lampung, she told me the same with Peter that the most of students found difficulties in writing.

⁶Jeremy Harmer, *How to teach writing*, (New York: Pearson Education Limited,2004),p.31

⁷Peter Westood, *What Teacher Need to Know about Reading and Writing Difficulties*. (Autralia: Accer Press,2008), p.56

⁸ Jeremy Harmer, *op.cit*, p.87

There were various factors that make students less interesting in teaching writing especially writing descriptive text. The students confused to generate ideas in writing descriptive text it is also the same problem stated by Harmer above. This problem of course followed by order problem such as the students are low motivation in writing. Then, the students were lazy to follow the lesson and did not pay attention to teacher's explanation. In addition, the teacher said that she used lecturing technique to teach writing. She said that the writing ability to descriptive text of students still low. It can be seen in table 1⁹

Furthermore, the researcher asked the teacher about the criteria of the score in writing skill. Based on criteria of Brown, the writing score of the students is poor if the students get score under 67. Based on data obtained by writing test from the students of the tenth grade at SMA Al- Azhar 03 Bandar Lampung, as from 216 students of tenth grade only 56 (25,92%) students got score above criteria and 140 (64,81%) students got under criteria. It means that students' writing ability in tenth grade of SMA Al-Azhar 03 Bandar Lampung is low.

Based on preliminary research in SMA AL-Azhar 3 Bandar Lampung on August, 29th 2019 by interviewing the students, The researcher found many problems, why the students' writing descriptive text was still low, it happened because of some problems that the teacher does not use appropriate way in teaching writing and the students face difficulties to develop in their ideas in their writing, especially in descriptive text. It means that the technique is not suitable to

⁹ Paridah, *Interview to English Teacher*, SMA Al Azhar 3 Bandar Lampung August 29th 2019, unpublished

be applied in the class, because writing is the most difficult skills for students and also the teacher always explains any material from text book and ask the students to do exercise.

From the students and teacher problems, the teacher did not use the interesting technique in teaching writing. The teacher used lecturing technique to teach descriptive writing. Lecturing technique cannot be best because that is all the thinking process, not about product or performance for a students and teacher focus about the theory or material, finally it make student less interesting in learning writing and students cannot express ideas in writing.

According to Hyland, teacher has important function in student's writing process to help students build up strategies for generating, drafting and refining ideas.¹⁰ It means that the teacher as a facilitator need appropriate method, technique or strategy to solve the difficulties of students in writing. It can help students to think easily and get aim to generating ideas.

Based on description above, to overcome this problem the teacher should able to find ways in the teaching and learning especially writing descriptive text so that, the students can be fun, interest and also challenge with the material. For this case the researcher used buzz group technique to motivate students, with buzz group technique we can liberate students to generate their ideas.

¹⁰ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.2

According to Harmer students need time to generate ideas and to plan what they are going to write. This is especially true of more formal writing task such as narrative writing, Discursive writing, report writing, formal letter writing etc, there are several ways for generating ideas (mostly use collaboration, to make generating ideas more enjoyable and productive). One of them is the buzz group.¹¹ It means that this technique can be used to teach writing, especially in generate ideas of the students.

Barkley stated that buzz group is an effective technique to gather information and ideas in short time.¹² It is very useful to make the students actively and build a good interaction among the other students. The students are not confused about finding ideas, since they have a group who can get discussed with other member of group.

From the statement above it can be concluded that buzz group is the small group discussions to solve problems in task. The group formed quickly and informally. All members of each group contribute their ideas, so the group should work together to explore their ideas. The group is useful to make students actively in generate their ideas.

There are previous studies which have showed that buzz group was an effective technique to be applied in the classroom especially in writing. The first Ni'mah had conducted this technique to teaching writing skill of hortatory

¹¹ *Ibid.*,

¹² Elizabeth F Barkley, *Collaborative Learning Techniques*, (Bandung: Penerbit Nusa Media, 2012), p.169

exposition text using buzz group at the eleventh grade students of MA Al Khoiriyyah Semarang in the academic year 2014/2015. The result of the research showed that buzz group was an effective technique and it could improve the students' writing skill of hortatory exposition text. The technique can be applied to stimulate and give motivation to students to write hortatory exposition text and to be active in learning process. It can enhance students' skill in writing hortatory exposition text. And the last it can enhance students' activeness of using Buzz Group Technique.¹³

Second Nuardi had conducted this technique to teach writing analytical exposition paragraph. The title of the research was The Effect of Using Buzz Group Technique on Students Ability in Writing Analytical Exposition Paragraph. The research design was quasi experimental design. The population of his research was the eleventh grade students of Private Senior High School YKPP Dumai. The result of the research was a significant effect in ability to write analytical exposition paragraph using buzz group technique. This technique can be applied to generate ideas, check on learning and develop projects to express their opinion in persuasive writing.¹⁴

¹³Wachidatun Ni'mah, *The Use of Buzz Group Technique to Enhance Students' Activeness And Writing Skill of Hortatory Exposition Text*. (Bachelor's Degree Thesis, Walisongostate Islamic University Bandung, 2015) Retrieved from <http://eprints.walisongo.ac.id/4576/> Accessed on March 5, 2019

¹⁴Nuardi, "The Effect of Using Buzz Group Technique on Students Ability in Writing Analytical Exposition Paragraph". *IJIELT Indonesian Journal of Integrated English Language Teaching*, Vol.2 No.02, Retrieved from <http://ejournal.uin-suska.ac.id/index.php/IJIELT/article/view/2463/> Accessed on March 8th 2019 p.209-220

From previous research above, the researcher concluded that the Buzz Group Technique can be used in a specific teaching and learning process in writing subjects. The technique can enhance the activeness of students, not make students bored and confuse to generating ideas and motivate the students in teaching learning process.

There are some differences and similarities between previous researches and researchers' research. In the first previous research above, the use of buzz group technique to enhance students' activeness and writing skill in a classroom action research and using hortatory exposition as a material. The research had been done at MA Al Khoiriyyah Semarang. Whereas, in researchers' research had been done at SMA Al - Azhar 3 Bandar Lampung. In the second previous research above had been done at Senior High School YKPP Dumai and the material was about analytical exposition text. Meanwhile, the researchers' research used buzz group in teaching writing as an experimental research design and the material is about descriptive text.

Based on the explanation above, the researcher was intended to use buzz group technique in teaching writing descriptive text to help the students in learning process. Therefore, this research entitled, "The Effectiveness of Using Buzz Group Technique towards Students' Writing Ability in Descriptive Text of the tenth grade of SMA Al- Azhar 3 Bandar Lampung in the academic year of 2019/2020."

B. Identification of the Problem

Based on the background of the study above, the researcher identified the problems as follows:

1. Students' writing ability especially descriptive text was still low.
2. Most students found difficulties to express and generate the ideas.
3. The teacher technique was still less interesting.
4. The students had less motivation in making writing text especially descriptive text.

C. Limitation of the Problem

Based on the background and identification of the problem above, the researcher focused on the Effectiveness of using Buzz Group Technique towards students' Writing Ability in Descriptive Text at the first semester of the tenth grade of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the background above, the problems that come up in this research formulated as follows: Is There an Effectiveness of Using Buzz Group Technique towards Students' Writing Ability in Descriptive Text at The First Semester of tenth grade of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2019/2020?

E. Objective of the Research

The objective of the research was to know the effectiveness of using buzz group technique towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2019/2020.

F. Significances of The Research

There were significances that can be acquired from this research:

- a. Theoretically : The result of this research supported by previous theory about the teaching writing ability by using buzz group technique in teaching learning process.
- b. Practically :
 1. For students tenth grade of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2019/2020 they got an opportunity to improve writing descriptive text by using buzz group technique.
 2. For English teachers, they can apply the ways suggested in result of this study to reach the purpose of teaching and learning writing by using buzz group. Besides, the result of this study can be used by teacher to improve and increase the quality of teaching and learning writing class.
 3. For the readers, this study gave some knowledge and understanding how to improve students' descriptive writing text.
 4. For the other researchers who conduct the research studies on the relevant topic, this research study can be source.

G. The Scope of The Research**1. Subject of the research**

The subject of the research was the students at the tenth grade of SMA Al-Azhar 3 Bandar Lampung

2. Object of the research

The object of the research was the students' writing ability using buzz group technique on descriptive text.

3. Place of the research

The research was conducted at SMA Al-Azhar 3 Bandar Lampung.

4. Time of the research

The research was conducted in the first semester of 2019/2020

CHAPTER II REVIEW OF RELATED LITERATURES

A. Teaching English as a Foreign Language

Every components of teaching is systematical which includes many components that cannot be separated, since it has to be run together dependently. It depends on the ability of the teacher in managing the class when teaching English, how is good his or her skills in teaching English.

According to Setiyadi that Teaching English as the foreign language is different from English as the second language even though both refer to the target language.¹ It is because in second language English is used in social life it is often regarded as an unconscious process of acquiring the language (acquisition) such as Malaysia, India while learning foreign language refers to a conscious process of acquiring the language (learning) Because Language learners in Indonesia use English not for their need in daily communication but only for focus on learning English in school. Hence, English does not play an essential role in social life because they learn English only as one of the subject that should be passed. But still, English is very important to be learned by learners in elementary school up to university.

Broughton says that in the rest of the world, English as a foreign language, that is taught in schools often widely, but it does not play an essential role in

¹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.28

national or social life.² English as a foreign language means where the teacher teaches students in a country where English is not the native language. For example in Indonesia, students learn English in Indonesia would fall under this category. Whereas in social life does not play an essential role in national. It is supported by Setiyadi that English is really a foreign language for language learners in Indonesia, because English is only taught at school and people do not speak the languages in society.³

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting strategy. According to Broughton Teaching is the process of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.⁴ It is the case the English teacher should be able to generate a real situation that can be used to support teaching and learning process to enable the students able to use English naturally for communication.

In other words, Brown stated that Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.⁵ It means that in teaching foreign language the teacher as a facilitator helps the

²Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2nd Ed) (New York: Routledge, 1980), p.6

³Ag Bambang Setiyadi, *Op. Cit* p.22

⁴H. Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Addison Wesley Longman, 2000), p.7

⁵ *Ibid.*,

students creates good conditions that are comfortable for the learning process. A good condition supports the teaching learning process more effective.

Based on the explanation above, the researcher concludes that in teaching English as a foreign language where English is not the main language, the teacher should assist and guide students in the mastery of the material. In other words, the teacher as a facilitator must be able to provide a good method, strategy or technique in teaching and learning process, so that at the end of teaching activities the students will understand the subject that is taught.

B. Concept of Writing

1. Definition of writing

We know that writing is one of skill in language should be mastered by the students. Besides that writing is one way to send message and information from the writer to reader. According to Hyland says that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁶ It means that writing is one process of sharing personal meanings and one way that people send information and give their views on some topic in written form.

Besides that, Nunan stated that Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas

⁶ Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), p.9.

into statement and paragraph clearly.⁷ It means that writing is a process which someone express their ideas on paper in written text and in writing activity people have already been what are going to say and how to express their idea. When writing, we should understand and know what the idea that will be expressed in our writing.

Jozsef says that Writing is among the most complex human activities. It involves the development of design idea, the capture of mental representation of knowledge, and of experience of subject.⁸ It means that writing is related activity that involves the development of design idea, the capture of mental representation of knowledge and experience of subject.

The last Beth means and lindy Lindner states that writing is thinking on paper but trying to draft and think simultaneously is difficult.⁹ It means that writing is express ideas on the paper, but is not easy in drafting and thinking simultaneously. According to Mark Connelly writing takes place in writer's goals.¹⁰ It means that the writing is based on the writer's goals such as explain an idea, answer a question, complete an assignment, and share ideas or motivates the reader.

⁷ David Nunan, *Op. Cit*, p.88

⁸ Horfath jozsef, *Advanced Writing in English as a Foreign Language a Corpus Based Study of Processes and Product* (Pecs: Lingua Franca C sport, 2001), p.5

⁹ Beth Means and Lindy Lindner, *Teaching Writing in the Middle School*, (Colorado: Greenwood Publishing Group, 1998), p.57

¹⁰ Mark Connelly, *Get Writing Paragraphs And Essay(third edition)*,(Boston: Wads word, 2013) p.5

From all the definitions, it can be concluded that writing is written expression to give information from the writer to the reader based on writer's goals includes knowledge of grammar, punctuation and sentence structure to make it easier for readers to understand the topic. Writing is not easy for students to draft and think their idea in writing form but it is an important think that must be owned by students.

2. Writing Ability

Many people said that writing is difficult skill. It is because this skill cannot achieve in short time. The difficulties since the writer must attention some aspects like content, grammatical, vocabulary, and others. It is also strengthened by Raimes stated that writing reinforces grammatical structures, idioms, and vocabulary that have been teaching our students.¹¹ According to Heaton writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgemental elements.¹² It indicates that to generate good written work, the students should pay attention in their writing ability.

The following analysis attempts to group the many and varied skills necessary for writing good prose into five general component or main areas They are as follow:

- a. Language use: the ability to write correct and appropriate sentence.

¹¹ Ann Raimes, *Op.cit*, p. 3

¹² J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135.

- b. Mechanical skills :the ability to use correctly those conventions peculiar to the written language-e.g. punctuation, spelling;
- c. Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. Stylistic skills : the ability to manipulate sentences and paragraphs and use language effectively;
- e. Judgements skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information;¹³

Based on the explanation, it can be concluded that we must have ability to write. The ability to write is the ability to communicate our thoughts or feelings in writing form that fulfill five components mention above. The reader can get information from the author about something that is explained in writing form.

3. Aspect of Writing

Writing has some components that must be attended. Tribble states that there are five scoring criteria for scoring of writing, they are:

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom)
- d. Language (the ability to write in appropriate structure)

¹³ *Ibid*

- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁴

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering those aspects, students can compose a perfect writing and understandable by the reader

4. Writing Process

Nunan states that the process writing approach involves the process-steps necessary to produce a good quality final piece of writing.¹⁵ This means the purpose of process writing is to generate a good final piece of writing. The students have to follow the steps to make their writing is well. Harmer classified that the writing process has four elements, they are: planning (pre-writing), drafting, editing (reflecting and revising), and final version.

1. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the specie.

¹⁴Cristopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p. 3

¹⁵David Nunan, *Op.Cit*, p.101

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

3. Editing (Reflecting and Revising)

Once researcher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

4. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁶

From the explanation above, it can be concluded that the writing process is more than a set of steps to follow in the right order there are planning, drafting, editing and final version. It means that in teaching writing the teacher should engage four stages of writing process because they are a framework for a good writing. Students will make good writing if they follow the rules of the writing process.

5. Teaching Writing

According to Harmer, the reason for teaching writing to students of English as foreign language include reinforcement, language development,

¹⁶ Jeremy Harmer, *Op. Cit.* p. 4-6

learning style and most importantly writing as a skill in its own right.¹⁷ It means that there are four reasons for teaching writing based on Harmer. The first is writing for reinforcement means that after the students have studied new language they try to reinforcement with write sentences in new language. The second is writing for language development means that by writing students develop their English as a foreign language. Third, writing for learning style means that use words to convey and receive information. The last writing as a skill it is because writing is skill students need to know how to read a letter, genres and other.

Graves said that teaching writing would also enable our students to have a better knowledge and awareness for the new language they were using.¹⁸ It means that by teach writing to students it can improve their knowledge because practices make perfect. It can improve their writing skill in English as a foreign language by practice write in new language.

Based on statement above it can be concluded that there are four reasons teach writing the first is to reinforcement, language development, learning style and writing as skill should know by the learners who learn English. It is also enable students to be better in their knowledge especially in writing.

6. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows:

¹⁷ *Ibid*, p.49

¹⁸ Kathleen graves, *Teacher As A Developer* (New York: Cambridge University Press: 1996), p.120

a. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, i.e an approach with values the construction of the-end product as the main this to be focused on (rather than the process of writing itself).

b. Genre

A lot within a discourse community is very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what a formal letter should look like. Genre represents the norms of different kinds of writing.

c. Creative writing

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement and that 'most people feel pride in their work and want it to be read'. This sense of achievement is significantly more marked for creative writing than for other more standard written products.

d. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantage of the presence of others to make writing a cooperative activity, with great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

e. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three Don't sentences for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggests, or by describing the film scene a piece of music might accompany. They can write about how a piece of music makes them feel or write stories that the music 'tells them to write'.

f. Writing for learning and writing for writing

Writing for learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when we get them to write (say for test) four sentences about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however we are doing this so that they may become good at writing

advertisements. When we get them to write a narrative, it is their ability to write a story that counts, not just their use of the past tense.¹⁹

Based on the explanation above, it can be concluded that there are some approaches in teaching writing. They are process and product, genre, creative writing, writing as a cooperative activity, building the writing habit, and writing for learning and writing for writing.

C. The Concept of Text

1. Definition of Text

Language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units we call texts.²⁰ The definitions mentioned by Peter Knapp and Megan Watkins in their book “*Genre, Text Grammar technologies for teaching and assessing writing.*” In the different word but still in the same meaning, Siahaan and Shinoda said that a text is a meaningful linguistic unit in a contexts, it is both a spoken text and written texts.²¹ The definition mentioned by them, told us that text is a sequence of paragraph as a system of communication between writer and reader that organized as a cohesive, it is both spoken and written texts.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching (4th edition)*, (Cambridge: Pearson Education Limited, 2007), p.325-330

²⁰ Peter Knapp and Megan Watkins, *Genre, Text Grammar Technologies for Teaching and Assessing Writing* (Sydney : AUNSW press Book,2005), p. 29

²¹ Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text*, (Yogyakarta: Graha Ilmu, 2008), p.1

2. Type of Text

According to English syllabus for senior high school there are many kinds of text that are taught in senior high school. They are thirteen types of text as follow:

1) Descriptive

To describe in vivid sensory detail and to express individual feeling such as people, places, things.

2) Procedure text

To present basic information clearly and tells the reader how to do something or describes how something is done.

3) Narrative

To tell what happens, real or imaginary, to put in time sequence.²²

4) Spoof

Spoof is a text to retell an event with humorous twist.

5) Recounts

Recount is a text to retell an event of self experience for informing or entertaining.

6) Reports

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

7) Analytical exposition

²² Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines For Teaching And Assessing Writing*, Grupo De Investigation Centro De Idiomas(GICI) Universidad EAFIT, 2006, p.9

Analytical Exposition is a text to persuade the reader or listener that something in the case.

8) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered new worthy or important.

9) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

10) Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something or should not be the case.

11) Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issues.

13) Reviews

Review is a text to critique an art work or event for a public audience.²³

It can be concluded that there are several kinds of texts. We know that the definition, purpose, language feature and generic structure of the text are different

²³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Educational Enterprises Publishing, 1994), p. 192-220.

from first text until the end. The students must be able to understand the generic structure and language feature of the genre text. The researcher chose descriptive text that suitable with syllabus at the tenth grade of senior high school.

D. Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text to describe a particular person, place, animal or thing.²⁴ According to Gerot and Wignell, descriptive text is a text that has purpose to describe a particular person, place or thing.²⁵ Based on the definitions, description is about sensory experience-how something looks, sounds and tastes.

It means that descriptive text is giving particular information to the readers by describing an object. The purpose of descriptive text is to describe and reveal a particular person, place, animal or thing in details to the reader. The writer can show to the reader through this text about physical appearance of something clearly. Based on these definitions, it can be concluded that descriptive text is a kind of text that describes an object such as person, place, animals or thing in details with a purpose to give information to the readers.

2. Generic Structure of Descriptive Text

According to Gerot and Wignell, the generic structures of descriptive text are identification and description.²⁶ The generic of descriptive text as follows:

²⁴ Otong Setiawan Djuharie, Genre, *Ragam Teks dan Peruntukannya*, (Bandung: Graha Ilmu, 2009), p.15

²⁵ Linda Gerot and Peter Wignell, *Op. Cit.*, p.208

²⁶ *Ibid*

- Identification is identifying phenomenon to be described.
- Description is describing parts, qualities, and characteristics.

Based on the explanation above, the writer concludes that descriptive text has two essential parts, namely the generic structure which consists of identification and description.

3. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve student's knowledge, they are:

- a) Focus on specific participants.
- b) Uses of attributive and identifying process.
- c) Use of attributive is the use of noun and pronoun (e.g. house → it). Identifying process is used to assign the general phenomenon (e.g. Indonesia is a Maritim country in Asia).
- d) Frequent use of ephitets and classifiers in nominal groups is ephitet use and functional grammar.
- e) Use of simple present tense.²⁷

E. Concept of Descriptive Text Writing Ability

The written productive skill is called writing.²⁸ It is the skill of a writer to communicate information to a reader or group of readers. It means that writing is one of language skill which is used to express the ideas, to share information to other readers through written form. The one type of writing is descriptive text.

²⁷ *Ibid*,

²⁸ Sanggam Siahaan, *Loc. Cit.*

Descriptive text is type of the text to describe a particular person, place or thing.²⁹ According to Kane, description is about sensory experience- how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Moreover, the generic structures of a descriptive text are identification and description.³⁰ Identification explains about the topic or identifying about what or who want to be described and descriptions. It explains about details of the topic: describing parts, qualities and characteristics. Description occurs about the explanation about something. It can be concluded that descriptive text is a text that describe a subject or object in details whose generic structure consist of identification and description to give information to the reader in written form. In writing, the writer must give writing clearly, so it can be understood by the reader. The ability of writing must be considered to get a good writing.

According to Tribble, there are five components of writing include content, organization, vocabulary, language use and mechanics.³¹ It means that in writing has component that must be mastered by the writer to get a good writing. In descriptive text writing ability, the writer expresses the idea or topic of the text not only to keep attention about generic structure and grammatical features of descriptive text, but the writer also has to keep attention about five aspects of writing that will be the assessment of writing.

²⁹ Otong Setiawan Djuharie, *Op. Cit.*, p.15

³⁰ Linda Gerot and Peter Wignell, *Loc. Cit.*

³¹ Christopher Tribble , *Loc. Cit.*

Based on the theory above, the researcher concludes that descriptive text writing ability is the students' ability to describe or express ideas about a specific object in details in written form whose generic structure consists of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use and mechanics.

F. Concept of Buzz Group Technique

a. Definition of Buzz Group Technique

In an active learning classroom, students must think, create and solve problems rather than passively listen to lecture. Active learning technique can be used to develop teaching and learning process. One of the techniques that can be applied in classroom especially writing is Buzz Group Technique.

There are the definitions of buzz group technique based an expert. According to Barkley Buzz group are teams of four to six students that are formed quickly and extemporaneously to respond to course-related question.³² It means that buzz group is group discussion that formed spontaneously in short time to discuss the topic given by the teacher. So that, no one student in the class think slowly and they can also generate their ideas.

Besides that Ernest W. Brewer said that buzz group is group discussion formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question,

³²Elizabeth Barkley E.K et.al , *Op. Cit*, p.112

problem or issue.³³ It means that the group discussions consists 2 to 15 people to discuss specific question, problem or issue in specific time given by the teacher. It is very useful to make the students active in the class room.

Harmer stated that buzz group is the most common collaborative model where student generate ideas, reactions, cues, or opinions quickly and informally.³⁴ Its mean that buzz group is one of the collaborative learning technique this technique can be categorized as discussion activity that helps students in finding ideas at the beginning of writing activity. It also makes student actively participate in the learning process and build a positive interaction among the students.

Further Brown says that buzz group is a simple and effective technique of involving students. The lecture sets a problem or a discussion topic and invites the students to form groups of three or four who discuss or solve the problem set.³⁵ It means that the group consists three or four to give their arguments related to a topic or problem given by teacher. The technique can help students to generate their critical thinking.

Based on the definition of buzz group mention above, the researcher conclude that buzz group is collaborative technique consists three or four members each group and it is flexibility based on the students in the class. The

³³ Ernest W Brewer, *13 Proven Ways To Get Your Message Across The Essential Reference For Teacher, Trainers, Presenter, And Speakers*, (London: Crowin press, 1997), p.72

³⁴ Jeremy Harmer.*Op. Cit*, p.87

³⁵George Brown and Medeleine Atkins, *Effective Teaching in Higher Education*, (London: Routledge,Taylor and Francis Group,2002), p.29

groups form quickly in short time and the teacher give the topic or theme to the students. So that, the students generate their ideas related to the topic given by the teacher. The students easy to collects information before start to write about the topic given the teacher. This technique hoped to solve the problem because usually the students get difficulties to develop their ideas in writing form.

b. Preparation

There are some preparations before applying buzz group to teach writing.

1. Before coming to the class, teacher has to decide what will be discussed first by the buzz group.
2. Make one or more directions tend to be conceptual, not factual, and it will stimulate discussing an unlimited argument.
3. Try to respond the questions given by students from the directions by you, to make sure that the questions can dig students'' various responses.
4. Choose the best way to convey directions questions, such as: using worksheet, transparency screen, or whiteboard.³⁶

It means that before coming to the class the teacher should prepare the issues, theme or topic was discussed by buzz group in the class. The direction should be conceptual to stimulate their arguments. Try to respond the direction to make sure that the question can dig students. And the last the teacher should used worksheet, transparency screen, or whiteboard to choose the best way to convey direction question.

³⁶ *Ibid*

c. Procedures of Buzz Group Technique

When the teachers want to apply buzz group to teaching, they should know the steps or the procedure to conduct it. Harmer explains that a procedure is a sequence which can be described in term such as first you do this, and then you do that.³⁷ Brewer stated his procedure of teaching using buzz group technique as follows:

1. The leader begins by dividing the overall group into smaller groups.
2. These smaller buzz group should have room to sit either facing each other or in circle, which will increase the discussion.
3. Once the groups are formed, the teacher will introduce the topic to be discussed. The topic can be the same for all groups, or each group can have a different topic
4. Once the topic to be discussed is clarified and understood by each group, the groups should be asked to choose their own leader and recorders, or the teacher can appoint one for each group.
5. The group leader makes certain that the members of the group become acquainted with each other, leads the discussion, and tries to get all the members of the group participate.
6. The recorder takes notes and prepares a summary to be presented when all the group come together.
7. The time allowed in the buzz groups should be specified at the beginning.

³⁷ Jeremy Harmer, *The Practice of English Language teaching* 4th Edition (London: Longman, 2007), p. 62

8. While the groups are meeting, the teacher can move from group to group, listening and, raising the question to stimulate discussion or bring the discussion back on track. The teacher should be careful not to stay too long at any group so that the members will not direct their questions to him or her.
9. When the time has ended, the teacher discussion leader reconvenes the group into the large group and calls for the report of the buzz group recorders. After each group has reported, the teacher may want to open the floor to general discussion.
10. The group recorders may be asked to get together with members later to summarize their findings into a report on the discussed.³⁸

In addition, according to Brown and Atkins, the procedures of teaching using buzz group are as follows:

1. Set a question or problem to be discussed in buzz groups.
2. Show a video clip- with instructions on what to look for.
3. Demonstrate a task- with instructions on what to look for.
4. Set a brief multiple choices questionnaire.
5. Ask the students to frame questions in relation to data or to make estimates (e.g. percentages of various crimes, costs of social services range of accuracy of instruments). They can compare their ideas in buzz groups. Then show them the correct figures.
6. Solve a problem collectively.

³⁸ Ernest W Brewer, *op. cit*, p.72-75

7. Ask the students to discuss briefly (in groups of two or three) a research design or set of findings.
8. Ask the students to consider briefly likely advantages and disadvantages or strengths and weaknesses, of a procedure of a theory.

Then outline the advantages and disadvantages so they can compare their views.³⁹

According to two procedures above, on the first procedure the teacher invited recorders to report the result of discussion. It is good to report their result of discussion on the whiteboard. Meanwhile, on the first procedure the teacher never asks the students to make an outline based on their findings before the students make summaries. Therefore, on the second procedure the teacher asks the students to make an outline based on the result of discussion. To assess students' writing ability it is good to summarize the result of discussions individually, so that the teacher can get specific scores for each student.

Considering those problems the researcher modifies the procedures of teaching writing descriptive text using buzz group technique as follows:

1. The teacher introduced Buzz Group Technique and the procedure of Buzz Group.
2. Divide the learners into small groups.

³⁹ Brown, George and Medeleine Atkins *Op.Cit*, p. 29-30

The size of the groups should be worked out in relation to the total number of students in the class. In this research, student was divided into six groups in each group has six members.

3. The teacher gave the topic to be discussed.
4. Ask the learners to decide a group leader and a secretary of each group.

The leader motivated the learners in group to convey their ideas in the group freely. The secretary wrote the report of each member and prepares summary to be written in whiteboard.

5. The students start a 15-20 minutes discussion
6. While they are discussing, the teacher checked group by group to keep them staying on the topic and raising the question to stimulate discussion.
7. When the time has ended, the teacher reconvenes the group into the large group. The teacher called the secretary of each group to report or wrote the result on whiteboard.
8. Make an outline based on the report of each group.
9. At the end, each student was asked to summarize the result of discussion. The students are expected to be able to produce a good descriptive text related to report of the discussion that written by secretary of each group in whiteboard.

The use of buzz group technique in writing descriptive text is to help students build their arguments before constructing it into descriptive text by discussing it in a small group discussion called buzz group. This is one of the uses of buzz group technique. After the discussions, the students are expected to be able to produce a good written in descriptive text related to the topic.

a. Advantages of Buzz Group Technique

According to journal of English language teaching, the advantages of buzz group as follows:

- 1) The students are able to generate ideas before starting to write.
- 2) The students are energized in expressing their thoughts.
- 3) The students are better to creating a better writing text.
- 4) It creates a good interaction among the students.
- 5) The class is dominated by the students.⁴⁰

It means that by using buzz group technique stimulate ideas to be express and the students will not only be able to understand what they are learning but they are also able to give solution to a problem that faced by them. In addition, buzz group make use of real-life situations that necessitate communication in which the others' opinion are considered. Therefore, by using buzz group, the students can be stimulated to express idea in writing form, so they can solve their problem in writing step by step.

b. Disadvantages of Buzz Group Technique

According to Brewer, disadvantages of Buzz Group technique as follows:

1. Effectiveness of the group may be lowered by the immature behavior of a few.
2. It may not be effective for younger groups or groups that know each other too well to take each other's opinion seriously.

⁴⁰Selvi Larasati, Leni Marlina, Using Buzz Group Technique In Writing Activity For EFL Students at Senior High School, *Journal of English Language teaching* , Vol. 8 No.1, Retrived from <http://ejournal.unp.ac.id/index.php/jelt/article/view/103322> Accessed on March 2019), p. 16-17.

3. It can be time-consuming when dealing with very large groups.⁴¹

From the explanation above it can be concluded that buzz group has less effective when it dealing with the large group and has lower effective by the immature behavior of few. To solve the problems the teacher needs to make the group smaller and give students understanding that they should be discuss seriously. In addition, the group must be well prepared in order to keep the group on topic.

G. Concept of Lecturing Technique

1. Definition of Lecturing Technique

Lecturing technique is a traditional technique because this technique have used as the tool of oral communication between the teacher and the students in teaching learning process.⁴² It means that Lecturing technique is the oldest technique in teaching learning process using oral presentation intended to present information or teach people about a particular thing. Lecturing is one of the techniques of language teaching. It focused on teacher- centered, so teacher give some materials to the students as the guided or speaker and the students as listener.⁴³ It means that lecturing technique is a technique where the teacher

⁴¹ Ernest W. Brewer, *Op. Cit*, p.75

⁴² Saiful Bahri Djamarah, "*Strategy Belajar Mengajar* (Jakarta: Rhineka Cipta, 2010), p.97, Cited by Miftahul Jannah, *The Effectiveness of Using Clustering Technique Toward Students' Writing Ability in Narrative Text at The First Semester of The Tenth Grade of SMA Negeri 2 Pringsewu in The Academic Year of 2018/ 2019*" (Available on: <http://repository.radenintan.ac.id/5676/>) Accessed on August 15th 2019

⁴³ Sarwitri, "*The Effectiveness of Sequence Picture Technique and Lecturing To Teach Writing Skills of Recount Text f The Eighth Grade Students of MTS Yaspi Pakis In The Academic Year of 2017/2018*" (Available on: <http://e-repository.perpus.iainsalatiga.ac.id/1829/>) Accessed on August 22nd 2019

presents the subject or material by using oral presentation and the students as a listener. From the definitions above, the researcher conclude that lecturing technique is a technique where the teacher focuses explain the material to the students and gives knowledge to the students with oral presentations.

2. Procedure Teaching Descriptive Text By Using Lecturing Technique

- a. Presenting information, in the learning process the teacher as a central for the students to get information, the teacher explains what they will learn.
- b. Clarifying topics and issues, the teacher tells the students what descriptive text is by encouraging students to think about the text.
- c. The teacher asks the student to write a descriptive text.
- d. Finally, the teacher will ask the students to collect their work.⁴⁴

Based on the explanation above, the writer can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach descriptive text by using a lecturing technique. Those steps can guide the teachers in teaching.

3. Advantages of Lecture Technique

1. It is Efficient and economical because it can be repeated from one semester to the next, reducing planning, preparation and reviewing.
2. It can be given in large or small groups and varied in length.

⁴⁴ Kori Raudhatul Jannah, “*The Influence of Using Mind Mapping Technique Towards Students’ Descriptive Text Writing Ability At The First Semester of The Eighth Grade of MTS N 2 Bandar Lampung In The Academic Year of 2016/2017*”) Available on: <http://repository.radenintan.ac.id/4615/>) Assessed on September 10th 2019

3. It can be controlled, instructor can control of study totally.
4. It is flexible because adjustments to content can be easily made.
5. The content can be tailored to students' interest and background personality.
6. It gives motivation to the students. The teacher conveyed students' enthusiasm and helping to stimulate students' interest.
7. Teacher can be served as role model.
8. Timely, teacher can present new and unpublished material.⁴⁵

It can be concluded lecturing technique is a good technique to be used in teaching learning writing especially for large group but there are some weaknesses in implementing this technique because this technique will make the students become passive in teaching learning writing that cause of a communication in one way and the teacher is not good in educating and explaining. When teacher become passive in learning, the learning will be difficult to be gauged.

4. Disadvantages of Lecturing Technique

- a. Experts are not always good teachers.
- b. Places students in passive.
- c. Communication in one way.
- d. Learning is difficult to gauge.⁴⁶

⁴⁵ *Ibid*, p. 30

⁴⁶ *Ibid*

In order to solve those problems, if the teacher used this technique, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students were not be passive anymore.

H. Frame of Thinking

Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and the reader. The students may have writing class in their school, but they find some difficulties, like in generate ideas, how to start writing, find some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

Buzz Group Technique is a good technique to help students generate ideas in writing form. In Buzz group technique, the student works in groups by explaining materials that are given. All member in group contribute their ideas, so they have to work together to explore and pour their ideas in the form of writing. In addition, the activity offered in buzz group technique was interesting so that the students feel the new atmosphere in classroom and were interested in learning writing.

Based on explanation above, the researcher assumes that buzz group technique can help the teacher in teaching and learning process. And the

researcher has assumption that buzz group technique is suitable to teaching writing ability because it will easy for them to generate idea especially in writing descriptive text. In short, researcher assumes that buzz group technique will be effective teaching towards students' writing ability.

I. Hypothesis

The researcher formulated the hypotheses were of this research as follows:

H^a : There is an effectiveness of using buzz group technique towards students writing ability in descriptive text at the first semester of tenth grade of SMA Al - Azhar 3 Bandar Lampung in the academic year of 2019/2020.

H^o : There is no effectiveness of using buzz group technique towards students writing ability in descriptive text at the first semester of tenth grade of SMA Al - Azhar 3 Bandar Lampung in the academic year of 2019/2020.

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